

Hollis Academy

200 Goodrich Street
Greenville, SC 29611

Grades	PK-5 Elementary School	
Enrollment	568 Students	
Principal	Miki E. Golden Jr.	864-355-4800
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Charles J. Saylor	864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	15	57	35

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Unsatisfactory	Unsatisfactory	No
2004	Unsatisfactory	Below Average	No
2005	Below Average	Good	Yes
2006	Below Average	Below Average	No

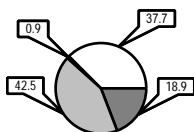
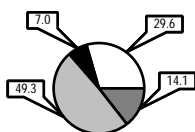
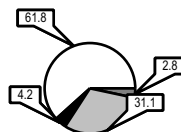
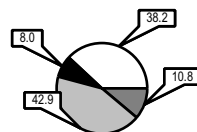
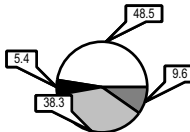
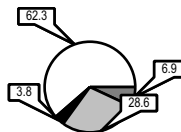
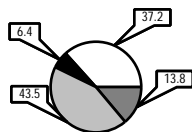
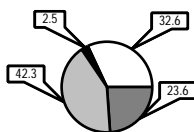
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	241	99.2	37.1	42.9	19.0	1.0	29.5	No	Yes
Gender									
Male	126	99.2	49.5	37.8	10.8	1.8	21.6	N/A	N/A
Female	115	99.1	23.2	48.5	28.3	0.0	38.4	N/A	N/A
Racial/Ethnic Group									
White	36	100.0	28.6	39.3	28.6	3.6	50.0	I/S	I/S
African American	171	100.0	40.0	40.0	20.0	0.0	28.4	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	31	93.5	33.3	62.5	0.0	4.2	12.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	192	99.0	27.2	48.5	23.1	1.2	35.5	N/A	N/A
Disabled	49	100.0	78.0	19.5	2.4	0.0	4.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	241	99.2	37.1	42.9	19.0	1.0	29.5	N/A	N/A
English Proficiency									
Limited English Proficient	27	92.6	40.0	60.0	0.0	0.0	5.0	I/S	I/S
Non-Limited English Proficient	214	100.0	36.8	41.1	21.1	1.1	32.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	224	99.1	37.9	42.4	19.2	0.5	28.8	No	Yes
Full-pay meals	17	100.0	25.0	50.0	16.7	8.3	41.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	241	99.6	28.9	49.8	14.2	7.1	40.3	Yes	Yes
Gender									
Male	126	99.2	35.1	44.1	15.3	5.4	36.0	N/A	N/A
Female	115	100.0	22.0	56.0	13.0	9.0	45.0	N/A	N/A
Racial/Ethnic Group									
White	36	100.0	17.9	50.0	10.7	21.4	64.3	I/S	I/S
African American	171	99.4	30.5	48.7	15.6	5.2	37.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	31	100.0	34.6	53.8	7.7	3.8	26.9	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	192	99.5	19.4	54.1	17.6	8.8	47.1	N/A	N/A
Disabled	49	100.0	68.3	31.7	0.0	0.0	12.2	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	241	99.6	28.9	49.8	14.2	7.1	40.3	N/A	N/A
English Proficiency									
Limited English Proficient	27	100.0	40.9	54.5	4.5	0.0	18.2	I/S	I/S
Non-Limited English Proficient	214	99.5	27.5	49.2	15.3	7.9	42.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	224	99.6	29.1	50.8	13.6	6.5	39.7	Yes	Yes
Full-pay meals	17	100.0	25.0	33.3	25.0	16.7	50.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	241	98.3	61.2	31.6	2.9	4.3	7.2
Gender							
Male	126	97.6	69.1	22.7	2.7	5.5	8.2
Female	115	99.1	52.5	41.4	3.0	3.0	6.1
Racial/Ethnic Group							
White	36	97.2	42.9	32.1	14.3	10.7	25.0
African American	171	99.4	63.6	31.8	1.3	3.2	4.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	31	93.5	70.8	25.0	0.0	4.2	4.2
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	192	97.9	56.0	35.7	3.0	5.4	8.3
Disabled	49	100.0	82.9	14.6	2.4	0.0	2.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	241	98.3	61.2	31.6	2.9	4.3	7.2
English Proficiency							
Limited English Proficient	27	92.6	80.0	20.0	0.0	0.0	0.0
Non-Limited English Proficient	214	99.1	59.3	32.8	3.2	4.8	7.9
Socio-Economic Status							
Subsidized meals	224	98.7	61.9	31.5	2.5	4.1	6.6
Full-pay meals	17	94.1	50.0	33.3	8.3	8.3	16.7

Social Studies							
All Students	241	99.2	37.6	43.3	11.0	8.1	19.0
Gender							
Male	126	99.2	50.5	35.1	7.2	7.2	14.4
Female	115	99.1	23.2	52.5	15.2	9.1	24.2
Racial/Ethnic Group							
White	36	100.0	35.7	28.6	10.7	25.0	35.7
African American	171	100.0	36.8	45.8	12.3	5.2	17.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	31	93.5	45.8	41.7	4.2	8.3	12.5
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	192	99.0	29.0	48.5	13.0	9.5	22.5
Disabled	49	100.0	73.2	22.0	2.4	2.4	4.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	241	99.2	37.6	43.3	11.0	8.1	19.0
English Proficiency							
Limited English Proficient	27	92.6	55.0	45.0	0.0	0.0	0.0
Non-Limited English Proficient	214	100.0	35.8	43.2	12.1	8.9	21.1
Socio-Economic Status							
Subsidized meals	224	99.1	37.9	43.4	11.1	7.6	18.7
Full-pay meals	17	100.0	33.3	41.7	8.3	16.7	25.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	76	100.0	29.7	39.1	25.0	6.3	31.3
	4	74	100.0	38.7	41.9	19.4	0.0	19.4
	5	95	99.0	58.8	36.5	4.7	0.0	4.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	91	98.9	31.3	36.3	31.3	1.3	32.5
	4	71	100.0	36.5	52.4	9.5	1.6	11.1
	5	79	98.7	44.8	41.8	13.4	0.0	13.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	76	100.0	28.1	56.3	10.9	4.7	15.6
	4	74	100.0	32.3	37.1	25.8	4.8	30.6
	5	95	100.0	60.5	34.9	4.7	0.0	4.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	91	100.0	21.0	53.1	18.5	7.4	25.9
	4	71	100.0	31.7	42.9	17.5	7.9	25.4
	5	79	98.7	35.8	52.2	6.0	6.0	11.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	76	100.0	67.2	23.4	9.4	0.0	9.4
	4	74	100.0	41.9	46.8	8.1	3.2	11.3
	5	95	100.0	67.4	27.9	2.3	2.3	4.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	91	98.9	67.5	22.5	6.3	3.8	10.0
	4	71	98.6	50.8	39.7	1.6	7.9	9.5
	5	79	97.5	63.6	34.8	0.0	1.5	1.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	76	100.0	37.5	51.6	7.8	3.1	10.9
	4	74	100.0	33.9	51.6	12.9	1.6	14.5
	5	95	100.0	57.0	39.5	2.3	1.2	3.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	91	98.9	28.8	51.3	12.5	7.5	20.0
	4	71	100.0	38.1	31.7	20.6	9.5	30.2
	5	79	98.7	47.8	44.8	0.0	7.5	7.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 568)				
First graders who attended full-day kindergarten	95.5%	Down from 97.0%	100.0%	100.0%
Retention rate	3.5%	Up from 3.0%	4.0%	2.8%
Attendance rate	96.3%	Up from 96.0%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 8.8%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 7.8%	0.0%	0.0%
Eligible for gifted and talented	2.5%	Up from 1.2%	3.4%	10.4%
On academic plans	51.0%	N/AV	47.9%	33.6%
On academic probation	42.5%	N/AV	2.1%	1.0%
With disabilities other than speech	7.5%	Down from 10.9%	7.5%	7.5%
Older than usual for grade	0.6%	Down from 0.8%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.8%	0.0%	0.0%
Teachers (n= 48)				
Teachers with advanced degrees	39.6%	Down from 42.2%	52.2%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	4.9%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	3.3%	0.0%
Teachers returning from previous year	71.3%	Down from 79.9%	82.8%	87.3%
Teacher attendance rate	94.8%	Up from 94.1%	94.5%	94.9%
Average teacher salary	\$38,208	Up 1.8%	\$41,599	\$42,485
Prof. development days/teacher	21.6 days	Down from 25.4 days	15.0 days	13.3 days
School				
Principal's years at school	1.0	Down from 5.0	4.5	4.0
Student-teacher ratio in core subjects	16.5 to 1	Up from 14.3 to 1	16.4 to 1	18.6 to 1
Prime instructional time	89.7%	Up from 86.9%	88.0%	89.7%
Dollars spent per pupil*	\$8,206	Up 18.3%	\$7,931	\$6,557
Percent of expenditures for teacher salaries*	61.7%	Down from 63.5%	59.5%	64.0%
Percent of expenditures for instruction*	67.4%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Average	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Mission of Hollis Academy of Year-Round Education is for students to be self-motivated problem solvers and lifelong learners who demonstrate mastery of all grade level standards. An exemplary faculty and staff will provide a safe, nurturing learning environment supported by parents and the larger community. Along with school and community support and the efforts of our business partners, we continue to strive to meet our mission. Our school goals directly relate to Greenville County Schools academic goals. At Hollis Academy we have established goals focused on raising student achievement: Hollis Academy will decrease the number of students NOT scoring proficient or advanced by 10% in ELA and Mathematics as measured by the PACT assessment.

Our student body is primarily composed of 76% African American, 11% Hispanic, and 11% Caucasian. Hollis is the only year-round school in Greenville County and serves approximately 589 students. Students attend 180 days with the opportunity to attend intersessions that provide up to 20 additional days of instruction. During the intersession time, students return for additional academics remediation, acceleration, and enrichment. Intersession is open to all students grades K-5.

Hollis Academy is the proud recipient of numerous accomplishment, awards, and recognitions. This year we were awarded the Palmetto Silver Award for report card improvement, received the Red Carpet Award, were identified as a Webmaster's Choice Gold Medal winner among Greenville County School websites, and met Adequate Yearly Progress for the first time. We also improved our PTA membership by 20% during the 2005-2006 school year. Our school improvement council continues to work closely with the leadership at Hollis to promote student success.

Hollis Academy is committed to having a high quality instructional team at all levels that are certified and highly qualified as defined by NCLB. Many of our faculty and staff hold degrees beyond the bachelor level. Our teachers work within their grade levels to provide quality instruction. Many hours are provided to enhance teaching skills through professional development and the assistance of the comprehensive school reform grant through the Modern Red Schoolhouse program.

Hollis Academy of Year Round Education continues to strive toward providing a successful learning environment for all students. With the assistance of a dedicated staff and support of our community and stakeholders, we continue to assure that no child is left behind.

Mr. Miki E. Golden, Jr., Principal
Mr. Jim Cramer, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	45	60	55
Percent satisfied with learning environment	88.9%	81.7%	81.1%
Percent satisfied with social and physical environment	91.1%	89.8%	79.6%
Percent satisfied with school-home relations	45.5%	94.8%	79.2%

*Only students at the highest elementary school grade level at this school and their parents were included.